DOCUMENT RESUME

ED 341 451 JC 920 115

AUTHOR Piland, William E.; Villanueva, Xavier
TITLE Academic Standards in the California Community Colleges: A Study of Faculty Perceptions.
PUB DATE Nov 90
NOTE 50p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Academic Standards; *College Faculty; College Governing Councils; College Role; Community Colleges; Comparative Analysis; Difficulty Level; Statistical Analysis; Student Characteristics; Tables (Data); *Teacher Attitudes; *Teacher Expectations of Students; Two Year Colleges
IDENTIFIERS *California Community Colleges

ABSTRACT

A study was conducted to measure faculty perceptions of academic standards and the level of academic intensity in transfer courses. Questionnaires were sent to chief academic officers (CAO's) at 30 community colleges, asking them to distribute five instruments to members of the academic senate and five to instructors who were not members of the academic senate. Responses were received from 158 instructors, for a response rate of 53%. Major study findings included the following: (1) 72.2% of the respondents indicated current or prior membership in academic senates, and 26.6% had no prior experience; (2) no significant differences were found between the instructors who had academic senate experience and those who did not in terms of their familiarity with codified standards and intensity levels; (3) both groups of faculty agreed strongly that baccalaureate-oriented courses require students to demonstrate college-level critical thinking abilities, while they disagreed strongly with the idea of lowering academic standards to assist inadequately prepared students; (4) instructors with senate experience agreed more strongly with the importance of academic standards and levels of rigor in community college courses than did those without such experience; and (5) there were no statistically significant differences of opinion found between faculty with a master's degree and those with a doctorate, nor between liberal arts faculty and those teaching other subject areas. Data tables are attached. (JMC)

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ACADEMIC STANDARDS IN THE CALIFORNIA COMMUNITY COLLEGES: A STUDY OF FACULTY PERCEPTIONS

BY

DR. WILLIAM E. PILAND
PROFESSOR OF EDUCATION
SAN DIEGO STATE UNIVERSITY
SAN DIEGO, CALIFORNIA

AND

MR. XAVIER VILLANUEVA
INSTRUCTOR
SOUTHWESTERN COLLEGE
CHULA VISTA, CALIFORNIA

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ACADEMIC STANDARDS IN THE CALIFORNIA COMMUNITY COLLEGES: A STUDY OF FACULTY PERCEPTIONS

INTRODUCTION

California's system of higher education is three tiered. The California State University (CSU) and the University of California (UC) accept high school graduates in decreasing proportion depending upon academic ranking. The community colleges accept anyone eighteen years of age or older who can benefit from instruction.

The community colleges seek to provide higher education to people who, for whatever reason, cannot or did not attend the university. This egalitarian system favors those who did not do well in high school, those who cannot leave home to attend a university, those who seek vocational training in preparation for employment, those who return to school for personal enrichment, and last but not least, those who cannot afford the high costs of a university education. In many cases the colleges provide a second chance for the young and a last chance for the elderly.

BACKGROUND

The tension created by the dichotomy between equal and unrestricted access, with an implied promise of success, and the imperative of academic quality has alternately favored one side or the other (Randall, 1988; Academic Senate for California Community Colleges, 1986). Currently, since the passing of Proposition 13 which shifted community funding for the colleges to the State, the argument seems to be in favor of quality through accountability (Assembly Bill 1725, 1988). Yet the problem persists. In 1986, the Commission for the Review of the Master Plan for Higher Education recommended that in order to improve academic quality..."the Board of Governors combine open access with clearly defined academic standards..." and that "The highest priorities and primary

functions of the Community Colleges be reaffirmed as the provision of rigorous, high quality lower division instruction for students who wish to obtain associate degrees, transfer to a four-year institution, or prepare for an occupation." (Fahrenbruch, 1986 p. 34, 36). In theory at least, high academic standards in community college transfer courses have become synonymous with education at the collegiate level, i.e. they are courses of sufficing rigor and quality to satisfy the requirements of the UC and CSU.

In addition to the mission of the colleges, the broad range of student characteristics must be noted. In general, the student body of a community college is less prepared, older, more part-time, and more vocationally oriented than their university counterparts. (Cohen et al, 1987). If the widespread notion that community colleges increasingly are offering less than college-level instruction is correct, because of poorly prepared students, then it is understandable that community college faculty cope by "diluting the course and teach at a reduced level of abstraction and complexity, not teaching the course as advertised but instead concentrating on basic skills, or trying to ignore the problem by assigning easier readings, less writing and more objective examinations" (London, 1982, p.10).

THE PROBLEM

How do California community colleges' instructors of transfer courses operationalize the concept of academic standards within their courses, and is there a difference in performance between instructors with academic senate experience and those without that experience? To what degree does age, gender, ethnicity, teaching experience, educational level, and teaching subject area affect faculty understanding, interpretation and implementation of established academic quality norms and levels of intensity? Are faculty, in applying standards, influenced by students, peers, the institution, the system, or State and national concerns?

DEFINITION OF TERMS

Academic Standards means the quality of education, the level of which has been established by authority and require student performance based on stated course objectives tested through essays, problem solving and skills demonstrations as appropriate, and graded in accordance with demonstrated proficiency.

Academic Rigor or level of intensity means an educational course of a scope and degree, the level of which requires a minimum of three class hours per week, individual study outside of class, and if appropriate defined entrance skills.

California Community College Instructor means full-time faculty members, certificated in the State of California, and functioning as such.

Transfer Course means community college courses meeting minimum academic requirements both in terms of quality and rigor, as stipulated in Title V of the Administrative Code, Sections 55002 & 55805/6, and acceptable to UC and/or CSU.

Academic Senate means an organization formed in accordance with the provisions of Title V, Section 53200 whose primary function is, as the representative of faculty, to make recommendations to the administration of a college and to the governing board of a district with respect to academic and professional matters.

College Level means that the expectations of the instructor, the value and rigor of the course content, terminal performance objectives, textbook and material content and readability levels, and standards and practices used at comparable institutions of higher education will be the bases for determining minimum college level standards.

THE ACADEMIC SENATE

Assembly Concurrent Resolution No. 48 of 1963 provided for the establishment at each "junior college" of an academic senate and conferred upon the senates legal

recognition and a specific jurisdiction in academic and professional matters (Conn, 1986). Later events established the Academic Senate for California Community Colleges and codified the composition, duties, and responsibilities in Title V of the California Administrative Code.

The Academic Senate for California Community Colleges (ASCCC) has maintained a lively participation in determining and establishing academic standards/rigor in the college's curriculums. These efforts are reflected in a series of studies, reports, recommendations, and amendments designed to strengthen the system (Farland, 1985; Academic Senate for California Community Colleges, 1986). Some of these have been incorporated into the Code and specify levels of academic quality and rigor, especially in transfer and degree courses (Title V, Section 55002 etc.). The leadership exhibited by the ASCCC has resulted in the creation of either ad-hoc or standing subcommittees of college academic senates charged with the responsibility of ensuring that curriculum changes, modifications, and implementation remain in consonance with Title V standards.

ACADEMIC STANDARDS IN CALIFORNIA

As specified in Title V, college level courses are taught by a credentialed instructor, offered as described in the Course Outline of Record, and a copy of the outline provided to each instructor. The courses must be taught in accordance with instructional objectives common to all students enrolled in the course, must measure student performance in accordance with stated course objectives, must issue recorded grades based on demonstrated student proficiency, require a minimum of three hours of work per week, and require independent study outside of class. When appropriate, the courses may require entrance skills and/or prerequisites prior to enrollment, and may require eligibility for enrollment in associate degree credit courses in English and/or mathematics. In addition these courses require critical thinking and the ability to apply concepts at the

college level, learning skills and vocabulary commensurate with a college course, and require that educational material be at the college level. Grades awarded to students are to be permanently recorded and are based on demonstrated proficiency in the subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, when deemed appropriate, problem solving exercises or skills demonstrations (Title V, Section 55758).

RESEARCH QUESTIONS

The following research questions were formulated to guide the study. These questions were derived from the academic standards and rigor for transfer courses defined in state regulations and from the prevailing literature on the topic.

1. Is there a difference of interpretation and application of academic standards between community college instructors who teach transfer courses and are, or were, members of the academic senate, and community college instructors who teach transfer courses but are not, nor were, members of the academic senate?
   a. Is there a difference between the two groups in the ***familiarity*** with codified academic standards and intensity levels?
   b. Is there a difference between the two groups in the ***perception of the importance*** of codified academic standards and levels of rigor?
   c. Is there a difference of opinion between the two groups regarding the ***importance of including*** academic standards and levels of intensity into individual written syllabi?
   d. Is there a difference of opinion between the two groups regarding the ***implementation*** of codified academic standards and levels of rigor at the classroom level?

2. Is there a difference of interpretation and operationalization of academic standards by community college faculty who teach transfer courses when examined demographically, i.e. age, gender, ethnicity, level of education, years of teaching experience, and subject area taught; and

3. Is there a difference of opinion between faculty members with academic senate experience and those without senate experience regarding the meaning, establishment, determination, review, and influences acting upon the development of academic standards and levels of intensity in community college transfer courses?

METHODOLOGY

Instrumentation

The instrument was developed to measure the respondents' perceptions pertaining to the operationalization of academic standards and levels of intensity in transfer courses at the classroom level. The instrument consisted of four parts: Part I contained 8 questions that solicited background (demographic) information from the respondents. All other questions of the instrument applied exclusively to community college transfer courses or programs. Thirty one questions in Part II were arranged in Likert format and weighed at five value levels: Strongly Agree (1), Agree (2), Undecided (3), Disagree (4), and Strongly Disagree (5). Part III of the instrument consisted of four questions dealing with the Important Considerations for the formulation of academic standards and levels of intensity that required response in terms of agreement or disagreement expressed in percent, such that the total percentage of all choices summed 100%.

Selection of Subjects

Thirty community colleges were selected from the California Community College Directory so that representative samplings could be obtained from small, medium, and large colleges; and from the north and south sections of the State. Letters of transmission, included in each package of booklets, requested that the Chief Academic Officer (CAO) of each college distribute five booklets to instructor members of the academic senate, and five to instructors not members of the academic senate. The CAO had full discretion in the selection of respondents.

Returned questionnaires were collected and sorted by college identification number. One hundred and fifty eight questionnaires were returned within the allotted time, a 53% response rate.

Data Processing and Analysis

The raw data were processed and analyzed using the StatView 512+ Program by Brain Power, Inc. The data were analyzed by calculating means, frequencies, percentages, and by using one-factor Analysis of Variance (ANOVA) with a significance level established at 0.05. Correlation coefficients were developed, also, to determine the relationships between years of teaching experience of the respondents and the research questions.

RESULTS

Responses were received from 23 (76.7%) of the 30 community colleges that were selected for this study. Fifty one percent of the respondents were from colleges located in urban areas; and 53.2 percent were from medium sized colleges.

In terms of academic senate experience 114 (72.2%) of the respondents indicated current or prior membership in academic senates, and 42 (26.6%) admitted to no prior experience in an academic senate. The mean of community college teaching experience

expressed in years was 14.6. Ninety eight instructors (60%) held a Masters Degree as their highest earned degree and 44 (27.9%) held Doctorates. Ninety instructors (57.1%) were teaching Communications, Humanities, or Fine Arts and were tallied under the heading of Liberal Arts instructors, and 66 instructors (41.8%) taught in the Natural, Physical Sciences, or Mathematics curricula or other disciplines and were tallied under the heading of Other. Most of the instructors, 94 (58.9%) were 50 years of age or younger and 61 were 51 years of age or older. Eighty nine respondents were males (55.1%) and 60 were females. One hundred twenty four of the respondents were Caucasian (78.5%) and 32 were of other ethnic descent.

No significant differences were found between the instructors who had academic senate experience and those who did not have this experience when the two groups were examined on their ***familiarity*** with codified academic standards and intensity levels. The Total Mean for each item indicated that both groups of faculty registered the strongest opinion of **agreement** with the item that baccalaureate oriented courses require that students demonstrate the ability to think critically at the college level. The strongest **disagreement** was displayed with the item that additional work outside the class should not be required for a Baccalaureate oriented course.

There was a statistically significant difference of opinion (Probability 0.0265) between the two groups on the importance of academic standards. Instructors with senate experience agreed with the ***importance*** of academic standards and levels of rigor in community college courses more strongly (Total Mean 19.68) than those without such experience (Total Mean 21.19). The responses given to 4 Items, may be the causal items. There were differences in commitment toward learning skills and vocabulary at the college level. Instructors with senate experience tended to **strongly agree** (mean 1.27), while faculty without senate experience **agreed** (mean 1.98). Also faculty with senate experience **favor** entrance skill evaluations (Mean 2.40), while those without senate experience tend to be **undecided** (Mean 3.23). Faculty with senate experience registered

a **disagree** vote (Mean 4.09) for the application of academic standards in accordance with community views while those instructors without senate experience expressed a lesser dissent (Mean 3.84). Finally, faculty with senate experience voted for common academic standards for the same course with an **approve** rating (Mean 2.07), while those without that experience were mainly **undecided** (Mean 2.98). The Total Mean for each item indicated that both groups of faculty registered the strongest **agreement** with the Item that baccalaureate oriented courses must require learning skills and vocabulary commensurate with college level courses. The two groups registered **disagreement** with the Item that academic standards should be applied in accordance with local views.

There was no significant differences of opinion between instructors with academic senate experience and those without it regarding the writing of levels of intensity of academic standards into individual syllabi that are prepared for transfer courses. Results indicate that instructors report that academic standards should be incorporated in written syllabi provided to students and that students are able to comprehend those standards. Also, instructors report that students should be evaluated and final grades assigned based on the standards and objectives of the Course Outline of Record.

Finally, there were no significant differences of opinion between faculty with senate experience and those without it, regarding implementation of academic standards and levels of intensity at the classroom level. The Total mean for each item indicated that both groups of faculty registered the strongest opinion in **agreement** about the Item that baccalaureate oriented courses must require that learning materials be at the college level. The two groups registered strongest **disagreement** with the Item that academic standards may be lowered in order to assist inadequately prepared students.

HYPOTHESES

Null Hypothesis # 1. There is no significant difference (at the 0.05 level) between California community college faculty who teach transfer courses and who are or were members of the academic senate and those who are not and have not been members of the academic senate, regarding codified academic standards and levels of rigor applicable to community college transfer courses.

The sample population was examined under this Null Hypothesis for differences of opinion between faculty with academic senate experience (114) and faculty without academic senate experience (42). A significant difference of opinion between the two groups was found when they were examined on the ***importance*** of codified academic standards and levels of rigor (Table 2). The level of significance was established at 0.05 and the resulting Probability was calculated to be 0.0265, thus the Null was rejected.

Null Hypothesis # 2. There is no significant difference at the (0.05 level) between California community college faculty who teach transfer courses regarding codified academic standards and levels of intensity when examined demographically, i.e. age, gender, ethnicity, level of education, subject area taught, and years of teaching experience.

The sample population was examined under this Null Hypothesis for differences of opinion based on the demographic variables of faculty level of education, subject area taught, age, gender, ethnicity and years of teaching experience. The Null was rejected due to statistically significant differences of opinion found when faculty were examined by the demographic variables of age and gender.

There were no statistically significant differences of opinion found between faculty having a level of education at the Masters Degree and those having an education at the Doctorate level. No statistically significant differences of opinion were found between faculty teaching Liberal Arts subjects and those teaching Other subject areas.

There were 124 Caucasian faculty members and 32 faculty members of other ethnic groups that responded to this survey; there were no statistically significant differences of opinion found between faculty ethnic groups. The correlation between years of teaching experience and the postulations of the Null Hypothesis were very small and not statistically significant.

On the issue of ***implementing*** codified standards and levels of rigor in the classroom, a statistically significant difference of opinion was found between faculty 50 years of age or less (94 respondents) and those 51 years of age or more (61 respondents). The results of the analysis established the Probability at 0.0425 and the Total Mean for the older group was 23.77 while their younger counterparts scored a Total Mean of 22.04. These results suggest that those faculty 50 years of age and younger exhibit a greater degree of **agreement** than the older group with implementing codified academic standards in accord with current regulations.

There were 89 male faculty members and 60 female faculty members who responded to this survey. A statistically significant difference of opinion existed between male and female faculty members on ***all*** four sub-parts of Research Question 1. Female instructors in all cases displayed a greater level of **agreement** with the sub parts of the first Research Question than male faculty.

OTHER INTERESTING FINDINGS - APPLICATION QUESTIONS: IMPORTANT CONSIDERATIONS OF ACADEMIC STANDARDS AND LEVELS OF INTENSITY

Questions on the important considerations of academic standards and levels of rigor found in Part III of the survey instrument were designed to reflect the degree of daily, practical use of the standards and levels of intensity for transfer courses that community college faculty would normally apply in the classroom environment. Respondents were asked to indicate in percent, as a portion of 100%, the relative

importance that each option had in their estimation. The means represent a portion of 100% divided among the important considerations.

Aspects of academic standards to be included in a community college transfer course considered relatively important by faculty were; student mastery of specific course objectives, students think critically and apply concepts at the college level, and comparable levels of rigor relative to a lower division university course. Considered relatively unimportant by faculty were rigorous grading practices and students demonstrate prerequisite entrance skills.

The important bases for establishing academic standards in a community college transfer course were identified as; university requirements, course goals and objectives, and the subject matter taught. Faculty considered student characteristics and local community needs unimportant as bases for establishing academic standards. University requirements were perceived as very important.

Important decision makers in establishing academic standards were identified as; a group of faculty teaching the same course, an academic department or unit, and the college curriculum committee. Ranked as relatively unimportant decision makers were; an individual faculty member and university faculty members. The group of faculty choice was perceived as very important.

Finally, faculty selected important considerations for the review of academic standards in a transfer course. Those considerations deemed relatively important were; when the knowledge base in the subject matter changes, when course goals and objectives change, and when the nearest university makes curriculum changes. Identified as unimportant were changes in the needs of the community and changes in the student body.

Significant differences of opinion were found in the following Important Considerations of academic standards in the four Application Questions when demographic variables were used for comparison purposes.

1. ***Academic Standards in a Community College Transfer Course Should Include:***

   Rigorous Grading Practices. A statistically significant difference of opinion existed on this item between faculty with senate experience (13.14) and faculty without that experience (9.20). Faculty with senate experience deemed the issue of greater important than did faculty without senate experience.

   Students Must Think Critically and Apply Concepts at the College Level. Faculty of ethnic minority origin rated this issue (37.83) to a higher degree sufficient to establish a statistically significant difference from the position held by their Caucasian peers (20.50).

2. ***Academic Standards in a Community College Transfer Course Should be Established:***

   With Student Characteristics in Mind. Ethnic minority instructors (12.47) differed significantly from their Caucasian counterparts (7.84) by assigning a greater degree of importance to this issue.

   Based on the Subject Matter Taught. The younger faculty members (50 years of age and below), (26.27) rated this item of sufficient importance as to establish a significant difference of opinion from that held by their older cohorts (19.49).

3. ***Academic Standards in a Community College Transfer Course Should be Determined by:***

   An Individual Faculty Member. This item although universally ranked fourth by the respondents, created significant differences of opinion and was granted a higher degree of favor by faculty teaching Liberal Arts, male faculty members, and ethnic minority faculty.

4. ***Academic Standards Established for a Community College Transfer Course Should be Reviewed to Determine Appropriateness:***

When the Student Body Changes. Instructors of ethnic minority origin (8.33) differed significantly from Caucasian instructors (4.63) and gave this issue a higher degree of importance.

CONCLUSION

The results of this study indicate that community college faculty register opinions about academic standards which reflect the intent of the regulations guiding community college instructional programs in California. These opinions, also, reflect the themes in the current literature concerning the necessity for maintaining academic standards and levels of rigor in transfer level courses. Faculty perceive the importance of academic standards in vocational/technical courses somewhat similar to baccalaureate courses. Since vocational/technical courses frequently transfer to senior colleges and universities, similar views of standards for these courses are important, as well as for meeting the requirements of the occupation related to the vocational program.

It is clear that the body of knowledge, the course goals and objectives, and university requirements influence the development and implementation of academic standards in the classroom. Student characteristics, community needs, and institutional mission are not perceived as important for establishing and implementing academic standards and levels of rigor. This finding reflects an interesting paradox. On the one hand, transfer courses should reflect university requirements and, from an essentialist standpoint, be grounded in the disciplines of knowledge. Conversely, community colleges are locally controlled institutions charged with meeting the educational needs of the community through an open door policy. Unlike universities with restrictive admissions policies most community colleges have little or no requirements for entrance into transfer level courses. Are faculty establishing and implementing standards from a knowledge base in the discipline for which some community college students are ill

prepared for success? The standardized test scores, high school GPAs, and demographics of the community college student body require that this question be carefully considered by community college faculty.

There are some variables which seem to influence faculty opinions about academic standards and levels of rigor. Overall, however, demographics and senate versus non-senate experience had little impact on faculty views. Two variables of note are gender and ethnicity. Gender contributed to differences in five instances while ethnicity influenced differences in four areas. Female faculty were in stronger agreement than their male counterparts with those items dealing with familiarity and importance of academic standards as emanating from the regulations governing community college transfer courses. Ethnic minorities, and males opted for a larger role for the individual faculty member in determining academic standards in a transfer course. Ethnic minority faculty also tended to place more importance on the characteristics of the students when establishing academic standards in transfer courses. These two sets of findings could have important implications for community colleges as the numbers and percentages of female and minority faculty increase. Perhaps females are more aware of and/or supportive of the rules and regulations governing academic standards. Ethnic minorities may be more attuned to the needs of students based on some personal experiences and have determined some need for change in the manner in which standards are established for transfer courses. However, differences based on ethnicity in this study were a matter of degree and not reflective of differences in philosophical orientation.

Implications for Practice

1. With recent additions of more females and minorities to the ranks of community college faculties, campus-wide discussion of academic standards and levels of rigor examining the demands of the subject matter and the needs of the students and

community should be undertaken on a department by department basis. Continuing discussion of these topics is required to produce consensus among somewhat disparate faculty.

2. Regional, subject matter articulation conferences between community colleges and universities should be held on a periodic basis to discuss academic standards and expected levels of rigor in lower division university courses, since the university requirements seem to have a sizable influence on the establishment of academic standards in community colleges. These conferences should produce agreement on assignments, examination types and other manifestations of academic standards in the classroom.

3. Goals and objectives for every community college transfer course should be explicitly stated in the syllabus. The curriculum committee of the community colleges should undertake a periodic review, or supervise a departmental review, of all syllabi to assure that these goals and objectives appear on the syllabi and that they are updated when major changes occur within a particular body of knowledge.

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EXCERPTS FROM TITLE V

SECTION 55002 - STANDARDS AND CRITERIA FOR COURSES AND CLASSES

The college and/or district curriculum committee shall recommend approval of the course on the basis of the following standards:

1. The course provides for measurement of student performance in terms of stated course objectives and culminates in a formal permanently recorded grade based upon uniform standards in accordance with Section 55758 of this part. The grade is based on demonstrated proficiency in subject matter and in the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, problem solving exercises or skills demonstrations by students.
2. The courses treat subject matter with a scope and intensity which requires students to study independently outside of class time.
3. When the college and/or district curriculum committee deems appropriate, the course shall require entrance skills and consequent prerequisites for the course before students are enrolled.
   If success in the course is deemed by the curriculum committee to be sufficiently dependent upon communication or computation skills, then the course shall require as pre-or-co-requisites eligibility for enrollment in associate degree credit courses in English and/or mathematics respectively.
4. The coursework calls for critical thinking and the application of concepts determined by the curriculum committee to be at college level.
5. The course requires learning skills and a vocabulary which the curriculum committee deems appropriate for a college course.
6. The course is described in a course outline of record which shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value, scope, objectives, and content in terms of a specific body of knowledge. The course outline shall also specify types or provide examples of required reading and writing assignments, other outside of class assignments, instructional methodology and methods of evaluation for determining whether the stated objectives have been met by students.
7. All sections of the course are to be taught by a credentialed instructor in accordance with a set of objectives and other specifications defined in the course outline of record.

TABLE 1

FAMILIARITY WITH CODIFIED ACADEMIC STANDARDS AND INTENSITY LEVELS BY FACULTY WITH AND WITHOUT ACADEMIC SENATE EXPERIENCE (N = 156)

Senate Experience Total Mean	No Senate Experience Total Mean	Probability
18.07	19.30	0.0803

	Senate Experience Mean	No Senate Experience	Total Mean
1. Vocational/Technical Courses ***Should Not*** Require that Learning Materials be at the College Level.	2.16	2.28	2.17*
2. Textbooks Should be Selected in Cooperation With University Faculty and Standardized Throughout the Community Colleges.	4.00	4.28	4.05
3. The Course Outlines of Record Should be in Strict Accordance With the Course Description Found in the College Catalog	1.84	1.91	1.85
4. The Pertinent Sections of Title V of the California Administrative Code Which Establish Academic Standards and Levels of Intensity for Transfer Courses Should be Required Reading for All Faculty.	1.89	1.97	1.92
5. In Vocational/Technical Courses, Student Proficiency Must be Demonstrated, at Least in Part, by means of Essays, or Problem Solving Exercises, or Skill Demonstrations.	1.56	1.70	1.59

TABLE 1 CONTINUED

FAMILIARITY WITH CODIFIED ACADEMIC STANDARDS AND INTENSITY LEVELS BY FACULTY WITH AND WITHOUT ACADEMIC SENATE EXPERIENCE (N=156)

Senate Experience Total Mean	No Senate Experience Total Mean	Probability
18.07	19.30	0.0803

	Senate Experience Mean	No Senate Experience	Total Mean
6. Additional Work, Outside of Class, ***Should Not*** be Required for a Baccalaureate Oriented Course	1.38	1.56	1.59
7. Vocational/Technical Courses Should Require Learning Skills and Vocabulary Commensurate With College Level Courses	2.47	2.49	2.45
8. Common Academic Standards and Levels of Intensity Should be Used in All Community Colleges for the Same Courses	1.40	1.61	1.44
9. Baccalaureate Oriented Courses Must Require that Students Demonstrate the Ability to Think Critically at the College Level	1.42	1.51	1.43

* Indicates Reverse Scoring.

Legend: Strongly Agree = 1 Agree = 2 Undecided = 3 Disagree = 4 Strongly Disagree = 5

TABLE 2

IMPORTANCE OF CODIFIED ACADEMIC STANDARDS AND LEVELS OF RIGOR BY INSTRUCTORS WITH AND WITHOUT ACADEMIC SENATE EXPERIENCE (N = 156).

Senate Experience Total Mean	No Senate Experience Total Mean	Probability
19.68	21.91	0.0265**

	Senate Experience Mean	No Senate Experience Mean	Total Mean
1. Baccalaureate Oriented Courses Must Require Learning Skills and Vocabulary Commensurate With College Level Courses.	1.27	1.97	1.46
2. Established Entrance Skills ***Should Not*** be Required for Enrollment in a Vocational/Technical Course.	2.40	3.23	2.60*
3. Academic Standards Should be Applied in Accordance With Local (Community) Views.	4.09	3.84	3.99
4. All Classes Should be Taught in Accordance With Instructional Objectives Common to All Sections of the Same Course.	1.81	1.76	1.77
5. Vocational/Technical Courses Need Not Require the Ability to think Critically at the College Level	1.82	1.86	1.82*
6. Common Academic Standards and Levels of Intensity Should be Used in All Community Colleges for the			

Same Courses.	2.07	2.98	2.30

TABLE 2 CONTINUED

IMPORTANCE OF CODIFIED ACADEMIC STANDARDS AND LEVELS OF RIGOR BY INSTRUCTORS WTIH AND WITHOUT ACADEMIC SENATE EXPERIENCE (N = 156)

Senate Experience Total Mean	No Senate Experience Total Mean	Probability
19.68	21.91	0.0265**

	Senate Experience Mean	No Senate Experience Mean	Total Mean
7. Established Entrance Skills Should be Required for Enrollment in a Baccalaureate Oriented Course.	1.91	1.93	1.90
8. It is *Not* Important to Have Specific Academic Standards Accepted by All Faculty Who Teach the Same Course.	1.89	1.84	1.85*
9. Course Requirements, Assignments, and Examinations for Vocational/Technical Courses Must be at the College Level.	2.43	2.51	2.42

* Indicates Reverse Scoring.
** Indicates Significant Item.

Legend:
Strongly Agree = 1 Agree = 2 Undecided = 3 Disagree = 4 Strongly Disagree = 5

TABLE 3

IMPORTANCE OF INCLUDING ACADEMIC STANDARDS AND LEVELS OF INTENSITY INTO INDIVIDUAL WRITTEN SYLLABI BY INSTRUCTORS WITH AND WITHOUT ACADEMIC SENATE EXPERIENCE.

Senate Experience Total Mean	No Senate Experience Total Mean	Probability
10.24	10.79	0.2988

	Senate Experience Mean	No Senate Experience Mean	Total Mean
1. The Final Grades Assigned to Students do ***Not*** Necessarily Have to Reflect the Level of Intensity Written Into the Syllabus.	2.35	2.09	2.26*
2. Academic Standards Established in the Course Outline of Record Must be Included in Individual Syllabi Issued to Students.	1.82	1.88	1.82
3. Written Syllabi Which Specifically Describe the Course Standards are Confusing to Students and Should Not be Distributed to Them.	4.48	4.44	4.44
4. Students Should be Evaluated in accordance With Course Objectives as Stated in the Course Outline of Record	1.61	2.37	1.80

* Means Reverse Scoring

Legend:
Strongly Agree = 1 Agree = 2 Undecided = 3 Disagree = 4 Strongly Disagree = 5

TABLE 4

IMPORTANCE OF IMPLEMENTING CODIFIED ACADEMIC STANDARDS AND LEVELS OF RIGOR IN THE CLASSROOM BY INSTRUCTORS WITH AND WITHOUT ACADEMIC SENATE EXPERIENCE (N = 156)

Senate Experience Total Mean	No Senate Experience Total mean	Probability
22.86	22.35	0.5841

	Senate Experience Mean	No Senate Experience Mean	Total Mean
1. In Baccalaureate Oriented Courses, Student Proficiency Should be Demonstrated Primarily by Means of Objective Examinations.	3.50	3.23	3.47
2. Academic Standards may be Lowered in Order to Assist Deserving Students Who are Not Adequately Prepared for the Course.	4.55	3.93	4.35
3. The Practice of Allowing Almost Anyone to Enroll in the Community Colleges is Causing Academic Standards to be Lowered.	3.59	3.14	3.43
4. Baccalaureate Oriented Courses Must Require that Learning Materials be at the College Level.	1.46	1.63	1.49
5. Additional Work, Outside of Class, ***Should Not*** be Required for a Vocational/Technical Course.	1.77	1.81	1.77*

TABLE 4 CONTINUED

IMPORTANCE OF IMPLEMENTING CODIFIED ACADEMIC STANDARDS AND LEVELS OF RRIGOR IN THE CLASSROOM BY INSTRUCTORS WITH AND WITHOUT ACADEMIC SENATE EXPERIENCE (N = 156)

Senate Experience Total Mean	No Senate Experience Total mean	Probability
22.86	22.35	0.5841

	Senate Experience Mean	No Senate Experience Mean	Probability
6. Academic Standards and Levels of Intensity for Transfer Courses Should be Established in Cooperation with Four-Year Institution Faculty Rather than Only Community College Faculty.	1.93	1.93	1.91
7. All Students Should be Graded in Accordance With Demonstrated Proficiency in the Subject Area.	1.57	1.61	1.56
8. In Baccalaureate Oriented Courses, Student Proficiency Should be Demonstrated Primarily by Means of Essays, or Problem Solving Exercises, or Skills Demonstrations.	2.08	2.28	2.11
9. In Vocational/Technical Courses, Student Proficiency Should be Primarily Demonstrated by Means of Objective Examinations.	3.60	3.30	3.50

* Indicates Reverse Scoring

Legend:

Strongly Agree = 1 Agree = 2 Undecided = 3 Disagree = 4 Strongly Disagree = 5

TABLE 5

IMPORTANT CONSIDERATIONS OF ACADEMIC STANDARDS TO BE INCLUDED IN A COMMUNITY COLLEGE TRANSFER COURSE BY FACULTY WITH AND WITHOUT SENATE EXPERIENCE

	Senate Experience Mean*	No Senate Experience Mean*	Probability
1. Student Mastery of Specific Course Objectives.	28.08	26.46	0.6087
2. Students Must Think Critically and Apply Concepts at the College Level.	24.67	21.90	0.6110
3. Comparable Levels of Rigor Relative to a Lower Division University Course	23.94	28.29	0.3046
4. Rigorous Grading Practices	13.14	9.20	0.0218**
5. Students Demonstrate Prerequisite Entrance Skills	8.78	10.24	0.3129

* Mean Represents a Portion of 100% Spread Among the Important Considerations.
** Indicates a Significant Difference

TABLE 6

IMPORTANT CONSIDERATIONS AS BASES FOR ESTABLISHING ACADEMIC STANDARDS IN A COMMUNITY COLLEGE TRANSFER COURSE BY FACULTY WITH AND WITHOUT SENATE EXPERIENCE.

	Senate Experience Mean*	No Senate Experience Mean*	Probability
1. Based on University Requirements	33.96	40.32	0.1767
2. Based on Course Goals and Objectives	24.70	22.63	0.5011
3. Based on the Subject Matter Taught	23.83	22.39	0.6651
4. With Student Characteristics in Mind	9.00	8.07	0.5953
5. Based on Local Community Needs	5.48	6.59	0.4815

* Mean Represents a Portion of 100% Spread Among the Important Considerations.

TABLE 7

DECISION MAKERS AS IMPORTANT CONSIDERATIONS IN ESTABLISHING ACADEMIC STANDARDS IN A COMMUNITY COLLEGE TRANSFER COURSE BY FACULTY WITH AND WITHOUT SENATE EXPERIENCE

	Senate Experience Mean*	No Senate Experience Mean*	Probability
1. A Group of Faculty Teaching the Same Course.	32.89	31.71	0.7831
2. An Academic Department or Unit.	22.88	21.71	0.7491
3. The College Curriculum Committee.	18.75	18.54	0.9704
4. An Individual Faculty Member.	13.95	12.32	0.6427
5. University Faculty Members.	12.15	13.29	0.7014

* Mean Represents a Portion of 100% Spread Among the Important Considerations.

TABLE 8

IMPORTANT CONSIDERATIONS FOR REVIEW OF ACADEMIC STANDARDS IN A COMMUNITY COLLEGE TRANSFER COURSE BY FACULTY WITH AND WITHOUT SENATE EXPERIENCE.

	Senate Experience Mean*	No Senate Experience Mean*	Probability
1. When the Knowledge Base in the Subject Matter Changes.	34.93	30.61	0.2801
2. When the Course Goals and Objectives Change.	30.03	25.73	0.2896
3. When the Nearest University Makes Curriculum Changes.	22.17	30.07	0.0952
4. When the Needs of the Community Change.	5.76	08.22	0.1444
5. When the Student Body Changes.	5.09	06.10	0.4855

* Mean Represents a Portion of 100% Spread Among the Important Considerations.

FIGURE 1

RANKING OF APPLICATION QUESTIONS BY SENATE EXPERIENCE AND DEMOGRAPHIC VARIABLES

1. Academic Standards in a Community College Transfer Course Should Include:

   A. Student Mastery of Specific Course Objectives.

Senate	Education	Subject	Age	Gender	Ethnicity
1	1	2	1	1	1

   B. Students Must Think Critically and Apply Concepts at the College Level.

Senate	Education	Subject	Age	Gender	Ethnicity
2	3	1	2	2	3

   C. Comparable Level of Rigor Relative to a Lower Division University Course.

Senate	Education	Subject	Age	Gender	Ethnicity
3	2	3	3	3	2

   D. Rigorous Grading Practices.

Senate	Education	Subject	Age	Gender	Ethnicity
4	4	4	4	4	4

   E. Students Demonstrate Prerequisite Entrance Skills.

Senate	Education	Subject	Age	Gender	Ethnicity
5	5	5	5	5	5

FIGURE 1 CONTINUED

RANKING OF APPLICATION QUESTIONS BY SENATE EXPERIENCE AND DEMOGRAPHIC VARIABLES

2. Academic Standards in a Community College Transfer Course Should be Established:

A. Based on University Requirements.

Senate	Education	Subject	Age	Gender	Ethnicity
1	1	1	1	1	1

B. Based on Course Goals and Objectives.

Senate	Education	Subject	Age	Gender	Ethnicity
2	2	3	3	3	3

C. Based on Subject Matter Taught.

Senate	Education	Subject	Age	Gender	Ethnicity
3	3	2	2	2	3

D. With Student Characteristics in Mind.

Senate	Education	Subject	Age	Gender	Ethnicity
4	4	4	4	4	4

E. Based on Local Community Needs.

Senate	Education	Subject	Age	Gender	Ethnicity
5	5	5	5	5	5

FIGURE 1 CONTINUED

RANKING OF APPLICATION QUESTIONS BY SENATE EXPERIENCE AND DEMOGRAPHIC VARIABLES

3. Academic Standards in a Community College Transfer Course Should be Determined by:

A. A Group of Faculty Teaching the Same Course.

Senate	Education	Subject	Age	Gender	Ethnicity
1	1	1	1	1	1

B. An Academic Department or Unit.

Senate	Education	Subject	Age	Gender	Ethnicity
2	2	2	2	2	2

C. The College Curriculum Committee.

Senate	Education	Subject	Age	Gender	Ethnicity
3	3	3	3	3	3

D. An Individual Faculty Member.

Senate	Education	Subject	Age	Gender	Ethnicity
4	4	4	4	4	4

E. University Faculty Members.

Senate	Education	Subject	Age	Gender	Ethnicity
5	5	5	5	5	5

FIGURE 1 CONTINUED

RANKING OF APPLICATION QUESTIONS BY SENATE EXPERIENCE AND DEMOGRAPHIC VARIABLES

4. Academic Standards Established for a Community College Transfer Course Should be Reviewed to Determine Appropriatenes:

A. When the Knowledge Base in the Subject Matter Change.

Senate	Education	Subject	Age	Gender	Ethnicity
1	1	1	1	1	1

B. When the Course Goals and Objectives Change.

Senate	Education	Subject	Age	Gender	Ethnicity
2	2	2	2	2	2

C. When the Nearest University Makes Curriculum Changes.

Senate	Education	Subject	Age	Gender	Ethnicity
3	3	3	3	3	3

D. When the Needs of the Community Change.

Senate	Education	Subject	Age	Gender	Ethnicity
4	4	5	4	4	4

E. When the Student Body Changes.

Senate	Education	Subject	Age	Gender	Ethnicity
5	5	4	5	5	5

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